

NQT Induction Assessment Form

Assessment for the end of the First Assessment

NQT's Personal Details

Full Name: XXX

Date of Birth: 01/01/1994

Teacher Reference Number: 1234567

National Insurance number:

Date of Award of QTS: 31/07/2015

Recommendation

The above named teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period.

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start date: 05/09/2016

End date: 31/12/2016

Days Completed: 71

Days Absent: 3

Days Reduction: 0

The NQT worked **Full Time** throughout this assessment period

Institution Details

Name: XXX Primary School

DCSF Number: 3800000

Head Teacher/Principal: XXX

Tutor: XXX

Address: Address 1, Address 2,, Bradford,
West Yorkshire BD1 1AA

Telephone: 01274 111111

Email: head@xxx.bradford.sch.uk

Appropriate Body

Name: Bradford

Address: Floor Two,
Margaret McMillan Tower,
Princes Way,
Bradford,
West Yorkshire
BD1 1NN

Telephone: 01274 439628

Email: Michael.garside@bradford.gov.uk

Part One: Teaching

Standard 1: Set high expectations which inspire, motivate and challenge pupils

Strengths

XXX has set clear boundaries and expectations for behaviour in his classroom. This has resulted in a smooth transition from the previous year enabling children to make a good start in Year 3. As he has got to know the children has had used his knowledge to reflect on groupings and seating plans to ensure children are fully engaged in their learning. He has ensured that he is following the school policies and procedures for behaviour management and is effective in using the online recording system for any issues with behaviour.

XXX has a positive approach to behaviour and is consistent in modelling expected behaviours which ensure children are keen and ready to learn. He has developed his confidence in dealing with any low level behaviours and observations of lesson have shown that he is quick to do so. He ensures that when he has to deal with behaviour that he does so in a calm and professional manner whilst making sure the children understand what the issue is.

XXX has set targets for his class for the year and used the prior attainment as the baseline. His targets are in line with academy expectation and are challenging but achievable. He has used end of year assessment criteria to set his targets.

Areas requiring further development – including support planned

Ensure that targets are closely monitored at the next assessment point to ensure children are on track to meet them.

Support:

Mentor to moderate judgements made

Support given with analysis of data and next steps

Standard 2: Promote good progress and outcomes by pupils

Strengths

XXX has made baseline assessments of his class at the start of the year using outcomes from entry tasks and tests. He has entered these onto the management system and has undertaken some analysis of the outcomes. He has been able to add information to a report on his class and was able to identify steps he was going to take to address any concerns. Through doing this he has developed his understanding of his accountability for the progress of the children in his class.

Across the term XXX has improved his understanding of progress within books and is becoming more able to use these outcomes and pupil data to plan more effectively. XXX has developed his use of assessment for learning strategies to support children in discussing their progress and their next steps. He has had opportunities to observe other teachers which have supported him in developing his understanding of what can be achieved within lesson and as a result children's progress has shown improvement.

XXX has had his books monitored on a number of occasions and they have shown improvement in the quantity and quality of work that children are producing within lessons. During lessons XXX has become more aware of the need to remind children of his expectations around presentation and learning outcomes so that children can address this within a lesson.

Areas requiring further development – including support planned

To continue to closely monitor work in books to ensure children are addressing basic errors in

their work swiftly.

To analyse his data at the next data point to ensure gaps identified at the start of the year are being addressed.

Support Planned

XXX to undertake joint work scrutiny with his mentor or a member of senior management.

Standard 3: Demonstrate good subject and curriculum knowledge

Strengths

XXX has worked hard to increase his subject knowledge across the term, particularly in maths. This has resulted in noticeable improvements to planning and in his confidence when teaching. He has learnt to vary the structure of lessons and now ensures that time within lessons is used more effectively and that children are quickly moved onto applying their new learning. He has had opportunity to plan subjects across the curriculum and is developing his understanding of cross curricular planning.

XXX has been observed showing good subject knowledge in literacy - using correct terminology and ensuring the children understand the new words they are learning. He also shows a good understanding of the appropriate calculation strategies to use in maths so that they are inline with our calculation policy.

XXX has taken on advice regarding planning and resourcing and has implemented any suggestions for improvement swiftly. He is now becoming more confident to ask for advice when necessary.

In English he is developing his understanding of teaching sequences and the importance of backward planning. He has been able to apply his new knowledge of Talk4Writing to his daily practice effectively.

Areas requiring further development – including support planned

To consider carefully the different skills and knowledge that are needed to be applied to mathematical problem solving to ensure work is not too challenging.

To continue to improve his knowledge of teaching sequences through taking on responsibility for English planning in the Spring term.

Support planned:

Maths subject to leader to support with maths planning and teaching of maths.

Standard 4: Plan and teach well structured lessons

Strengths

XXX has developed his understanding of planning to ensure that appropriate teaching sequences are being developed. He has learnt to look at the end of unit expectations and back plan from these so that each lesson is enabling children to progress to the final outcome.

He has had a focus on maths planning this term and has made significant improvements to this planning so that it is enabling more regular opportunities for children to apply their knowledge. He has also taken on advice on considering the timings of lessons and has added this to his planning.

This is supporting the pace within lessons.

XXX is aware of the need to keep learning active at all times and he regularly uses strategies to ensure children are engaged in the lesson. E.g. use of whiteboards and talk partners during the teaching input. XXX has shown himself to be a reflective practitioner when reviewing lessons he has taught. He has been able to identify areas for improvement accurately and has improved his

understanding of how to make these improvements quickly. Observations of XXX's teaching and work in books shows that through taking on board the advice given and XXX's own professional development that his teaching is making significant improvements.

Areas requiring further development – including support planned

To use the desired learning outcomes for a unit of work to guide the teaching sequence. In writing to ensure that their daily opportunities for writing are planned with learning objectives that will support children to meet the desired learning outcomes.

Support Planned:

Mentor or English co-ordinator to support with planning the teaching sequence for writing. Opportunities for XXX to look at other units of planning across the subjects.

Standard 5: Adapt teaching to respond to the strengths and needs of all pupils **Strengths**

XXX has taken on advice on differentiation and his planning and work in books shows that he is differentiating his lessons. He has developed his understanding of different teaching approaches to engage pupils effectively in their learning and is beginning to adapt his teaching style so that lessons are more varied to engage pupils.

XXX has learnt to ensure that he is providing the appropriate resources to support all children in order for them to access the learning. He has particularly developed his understanding about the need for concrete resources in maths before moving to abstract concepts.

XXX has developed his knowledge of planning for a child with SEND and has been adapting his lessons to ensure lessons are appropriately differentiated and resourced to promote independence as well as providing opportunities for new learning. He has sought support and advice from a language assistant to ensure he is meeting the needs of a bi-lingual learner in his class and has differentiated his planning for this child.

Areas requiring further development – including support planned

To regularly assess the progress of SEND and EAL children to ensure they are making expected progress.

To use the outcomes of these assessments to set SMART targets.

To liaise closely with outside agencies involved with children in his class.

Support Planned:

SENCo/ Mentor to support with setting new targets.

Standard 6: Make accurate and productive use of assessment **Strengths**

XXX has developed his knowledge of the end of year assessment criteria for Year 3. He has begun to use these criteria to make assessments of children's work – particularly in writing. Recent staff training has improved his understanding of assessing reading so that progress is closely tracked.

He has made good improvements to his marking so that children are responding to his comments in order to improve their work. He has also ensured that he is more vigilant in picking up on simple errors in books, for example missed capital letters, dates not written correctly, so that these can be addressed swiftly.

In lesson observations XXX has shown that he is using AfL strategies to engage pupils in their learning. He has a clear learning objective and success criteria which is shared with the class. He has been observed using a range of open and closed questions. He has learnt to develop his success criteria so that it is more specific so that children can use it to self-assess their work. XXX shows a good understanding of the importance of giving feedback during the lesson and is beginning to do this more regularly with children during lessons both orally and through written feedback. Discussions with children show that they are clear about what they are learning and what they need to improve on.

Areas requiring further development – including support planned To develop his use of questioning to ensure that higher order questions are being planned within lessons.
Support

Mentor to email Bloom's Taxonomy + examples of planning

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

Strengths

XXX has set high expectations for his class and has worked hard to ensure these expectations are sustained. He uses verbal and non-verbal cues well to address low level behaviour in the classroom so that learning time is maximised.

He has established classroom rules with his class and has displayed his behaviour system ensuring it is in line with policy. He has developed his understanding of the need to be consistent with his rewards and sanctions so that they are effective. In lessons his children have been observed showing good levels of behaviour and good attitudes to learning. The turn take well and show respect for each other and the adults in the class.

XXX has liaised well with parents regarding any incidents with behaviour and understands the importance of keeping everyone informed. Where behaviour has been less than good he is quick to put sanctions in place that are appropriate to the incident. He discusses the particular rule that has been broken so that the child clearly understands the expectation and accepts the sanction. He uses the academy online recording systems for behaviour incidents appropriately and keeps this up to date. In addition, he will seek advice from more experienced staff on how to manage some situations involving behaviour. He takes on advice well and has seen the behaviour of children improve.

Areas requiring further development – including support planned To develop his knowledge of factors that influence behaviour.

To become more confident to address more challenging behaviour.

Support Planned:

CPD on behaviour to take place in January

Standard 8: Fulfil wider professional responsibilities

Strengths

XXX has developed a professional working relationship with the other Year 3 teacher. He has taken on advice about ensuring where planning is shared it has appropriate detail to enable the other teacher to understand the lessons. He is coming to planning meetings much better prepared with brief overviews of teaching sequences developed .He has also worked well to support a teaching assistant new to Year 3 and has developed a good relationship with her. He has developed his ability to give clear directions to her so that she is involved in all aspects of the lesson and lesson observations have highlighted this as a strength.

XXX's confidence in communicating with parents has grown and he has liaised closely with parents who have concerns and ensured they are kept up to date with information about their child's progress or behaviour. He has delivered a successful parents evening this term.

XXX has become more confident in talking to other members of staff and is becoming more willing to ask for help when necessary. XXX has shown interest in working with a member of our secondary staff team and has attended a meeting with her focusing on careers in secondary.

He has attended CPD in school and there is evidence in his planning and teaching that he is taking on advice and new strategies that are suggested within this.

Areas requiring further development – including support planned

To develop the confidence to offer contributions during staff meetings.

To be proactive in offering support and help in projects/ activities other staff in primary are leading, for example with school productions, sports events.

Part Two: Personal and professional conduct

Strengths

XXX behaves in a professional manner and treats others, including his class, with respect. He shows a good understanding of where professional boundaries are and it is clear from observation that he maintains these at all times. He has developed his relationship with his parallel teacher and his teaching assistant and communication with both has improved.

XXX maintains the policies and practices of the academy well and He has undertaken safeguarding training this term and shows a good understanding of this within his daily practice.

XXX is confident to come with any concerns he has and uses our online logging system appropriately. He has handled questions and concerns from parents well and has remained calm and professional during more challenging discussions.

XXX continues to develop his knowledge of his statutory professional responsibilities. He is developing his understanding of inclusion and barriers to learning and is taking some steps to ensure learning is inclusive for all. He has good attendance and is punctual.

Areas requiring further development – including support planned

To continue to develop his relationship with his teaching assistant so that she can have maximum impact on learning in the classroom.

Support planned:

Opportunity for both XXX and his teaching assistant to jointly observe another teacher and teaching assistant.

NQT's Comments

The NQT has discussed this report with the induction tutor and/or head teacher.

The NQT has discussed this report with the induction tutor and/or head teacher. I have thoroughly enjoyed my first term as an NQT, and feel that I have made reasonable progress to addressing the teacher standards.

This half term I have taken ownership of the mathematics planning for both Year 3 classes. Since the start of the term, I have improved the level of detail in my lesson planning, and I have now planned more opportunities for children to apply their mathematical knowledge to problem solving activities. This in turn has ensured that more able students are sufficiently challenged in maths activities. Next half term, I am switching to English planning. My challenge is to ensure that there is a wide variety of teaching and learning activities (to keep the children engaged and challenged) and that the lesson learning objectives and success criteria are sufficiently challenging, so that children make reasonable progress against the end of year expectations.

I feel much more confident with behaviour this year. Generally speaking, the behaviour in my Year 3 class is good, and I attribute this in part to the high expectations that I set for my students, as well as the interesting and engaging lessons that I set for students. Children are keen to learn and I need to maintain their enthusiasm and energy for the remainder of the academic year. Although low-level misbehaviour is sometimes an unwelcome feature (especially at break), I ensure that these cases are quickly dealt with and resolved with sanctions being proportionate to the incident.

Finally, student progress is at the forefront of mind. Book scrutinies and lesson observations show that children are beginning to make good progress from their starting points. However, in order to push for the best possible outcomes, I understand the need to liaise with subject specialists, who can offer valuable support in their chosen subject area. This term, I have begun to take advantage of the specialist support offered by the Maths leader, and next term, I recognise the need to liaise with the English coordinator, to push for the best reading and writing outcomes. Also even greater communication with the EAL assistant and speech therapist will ensure that my EAL and SEND students make good progress.

The NQT will be remaining at this school

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX

NQT

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX

Induction Tutor

Date

DIGITALLY SIGNED

16/12/2016

Full Name: XXX